

# System Training and Response Team

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## *System Training and Response (STaR) Team*

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# **Specific Details Related to Submitting and Verifying SPED Data**

This document is intended to assist Local Educational Agency (LEA) personnel who are responsible for submitting and/or verifying data for students who participate in Special Education programs to the Arizona Department of Education's Student Accountability Information System (SAIS).

### **What is SAIS?**

The Student Accountability Information System (SAIS) comprises several ADE computer systems including the Student Detail Database, School Finance Student Counts System and other systems used for various purposes (i.e., Adequate Yearly Progress, AZ Learns, SPED Annual Data Collection).

### **How is the data submitted to ADE?**

Information is stored and managed locally through a student management system (SMS) that complies with SAIS data submission requirements. Required data is submitted to the SAIS Student Detail Database via the Internet using the Student Detail Data Interchange (SDDI) on ADE's Common Logon. In some cases, data might be submitted through use of an ADE application called "SAIS Online." Additional information regarding SAIS Online is included on page 4 of this document.

### **When is the data submitted to ADE?**

Data must be submitted to SAIS at least once every 20 school days; however, it is always in the best interests of LEAs to submit information so that it is complete and accurate when ADE processes it for purposes related to generating funding and/or to satisfy other state and federal reporting requirements. Therefore, we suggest that data be entered into the local SMS as events occur and that the data be submitted to ADE as often as is necessary to ensure that they are complete and accurate in accordance with timelines for ADE data processing.

### **What data is collected in SAIS for all Special Education students?**

- **Need Code** – Indicates a student's disability. A record of a Need Code representing each disability category that applies to an individual student must reside in SAIS.
- **Need Entry Date** – Any date within the fiscal year for which the Need exists. This information simply indicates that the student has a Need at some point during the reporting year. If services are provided to address the Need (as occurs in the overwhelming majority of cases), the Need Entry Date must be the same as or precede the Service Entry Date.
- **Service Code** – Indicates how the student's disability is being serviced. (The level or type of service provided.)

#### *Notes:*

1. *A separate record representing services provided for each disability category that applies to an individual student must reside in SAIS.*
2. *Special Education Service Codes correspond to the overall level of service provided for an individual child. Therefore, when a child receives services addressing more than one disability, the same Service Code is used in each record submitted to SAIS.*

- **Service Entry Date** – The date a student’s SPED service within a school begins each school year. Also, the date indicating when a student begins participation in a new or additional Special Education Service in the same school, during the same school year.
- **Service Exit Date** – The date a student’s SPED service within the school ends. An Exit Date is submitted when a student exits from SPED service for any reason during or at the end of the school year.

*Note: A SPED Service Exit Date is required for every Special Education student. The date of the last day of school is reported as the SPED Service Exit Date for students who participate in Special Education through the last scheduled day of the regular school year.*

- **SPED Exit Reason** – Indicates the reason a student has exited from SPED service.

*Notes:*

1. *Submission of a SPED Exit Reason is required when a SPED Service Exit Date is reported to SAIS.*
2. *“School is Out” is reported as the SPED Exit Reason when no other SPED Exit Reason applies to a student who participates in Special Education through the last scheduled day of the regular school year.*
3. *SAIS will perform Integrity validations to ensure that records indicating a student’s SPED Exit Reason align with records of his/her year-end status or withdrawal from membership in the school.*

- **SPED Grade** – The student’s grade level in school. (SPED Grade must match the grade level on record for a student’s membership in the school.)
- **Funded SPED Service DOR** – The CTD (County, Type, District) number of the entity that receives the funding for services provided.
- **SPED Special Enrollment Code** – Certificate of Educational Convenience (CEC-A and CEC-B) and Open Enrollment – Signifies a special dispensation granted to allow a student to attend a school outside of the actual district where he/she physically resides. (Does not apply to charter schools.)
- **Federal Primary Need Indicator** – Indicates the particular disability that has the greatest adverse impact on the student’s ability to access and progress through the general curriculum. One and only one Need must be indicated in SAIS as the Federal Primary Need at any particular point in time.

### **What additional data is collected for preschool students with disabilities?**

*Note: These items apply only to preschool students and do not apply to charter schools.*

- **Preschool Assessment Type** – The name of the assessment given to monitor progress and measure outcome indicators for preschool children.
- **Responsible Entity** – The CTD (County, Type, District) number of the entity (district) that is responsible for administering the assessment.
- **Assessment Date** – The date the assessment was administered.
- **Test Score** – The raw assessment score or scores attributed to the student who took the assessment. (Multiple fields are available in SAIS to report test scores. The number of such fields to be used is dependent on the number of test scores resulting from a particular type of assessment.)

### **Where do I find the Data Transaction Code Values used in SAIS?**

Official documentation of all code values used in SAIS labeled “Data Transaction Code Values,” is available for download at <http://www.ade.az.gov/sais/saisdbdocs.asp>. The code values related to Special Education Service Participation and Early Childhood Preschool Assessment are also available as part of the SAIS Information Series at <http://www.ade.az.gov/schoolfinance/star>.

### How is data verified?

Verifying that the data that reside in SAIS are complete and accurate is accomplished by checking ADE generated reports that are available in the Download Area of the Student Detail Data Interchange (SDDI). The SDSPED71<sup>1</sup>, SDSPED72-1<sup>2</sup> and SDSPED72-2<sup>3</sup> contain real time (current) raw data that have been submitted to and successfully processed in SAIS. Use the SDSPED71 or SDSPED72-1 and SDSPED72-2 to verify that information for each student who participates in Special Education is complete and accurate.

The Student Integrity Status Report (accessed at the school or district/charter holder level) displays error messages for students whose records have failed in ADE SAIS Student Integrity processing. Students whose records fail in Integrity processing are ineligible for funding or are excluded from the Federal Special Education Census. It is in an LEA's best interests to appropriately address all Integrity errors.

If validations performed in SAIS Student Integrity processing reveal that a student's SPED Exit Reason does not align with his/her year-end status or withdrawal from membership, it may be necessary to compare appropriate SAIS records. SDSPED71 and SDSPED 72-1 or SDSPED72-2 reports list the SPED Exit Reason that resides in SAIS for each student. The SDADMS71-1, accessible for each individual student in the Download Area of SDDI, shows the withdrawal or year-end status code.

### ADE Data Processing Timelines

The School Finance Section of the Arizona Department of Education processes data related to the calculations for state add-on funding for students who participate in Special Education programs at the end of each month from November through June. Normally, SAIS closes at 4:00 p.m. on the last ADE business day of the month for data processing purposes and reopens to accept subsequent submissions after processing is completed. The "Student Detail Activity Calendar" which displays data processing schedules is available from the School Finance home page at <http://www.ade.az.gov/schoolfinance/>.

Personnel from Local Educational Agencies are strongly advised to ensure that the data that reside in SAIS are complete, accurate and Integrity error free when SAIS closes at the end of each month for data processing.

The Exceptional Student Services Section of the Arizona Department of Education processes data related to calculations for the Federal Special Education Census. Please see "Recommended Procedure: Verifying the Special Education Census" available as part of the *SAIS Information Series* at <http://www.ade.az.gov/schoolfinance/star> for additional information.

### What is the relationship between SAIS data and State funding?

Additional State Aid for students who participate in Special Education programs is based on three factors: 1) SPED Service Code; (For some disabilities, the add-on weight is different for students who are served in a self contained classroom vs. a resource setting.); 2) Add-on Weight (students who receive services for more than one Need or Disability Category generate state funding for only the highest weighted Need); 3) Service participation dates.

Example – The SPED add-on weight for a student whose highest weighted Need is Multiple Disabilities whose Needs are serviced in a resource setting is 6.024. Assuming that the student participates in Special Education on each of the 20 service participation dates (the 8th, 14th, 21st, and 28th of

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<sup>1</sup> SDSPED71 lists current data for all SPED students who attend a particular school.

<sup>2</sup> SDSPED72-1 lists current data for all SPED students who attend a school within the district/charter.

<sup>3</sup> SDSPED72-2 lists current data for all SPED students who are tuitioned-out to a public or private school or who attend Head Start.

September, October, November, December and January) SPED add-on would be calculated by multiplying the SPED add-on weight (6.024) by the base level amount (\$3226.88). If the same student participated in an a SPED program on only ten of the service participation dates, his/her participation would generate one half of that amount. Students who do not participate in a SPED program on any of the program participation dates do not generate SPED add-on funding.

*Notes:*

1. *The Fiscal Year 2009 add-on weights and base level amount were not available at the time of this publication.*
2. *FY2008 base level amount stated in the example above does not consider District/Charter size, isolation of district, or Teacher Experience Index (TEI).*
3. *FY2008 add-on weights shown in table below.*

MDSSI	7.947	VI	4.806
OI (Self Contained)	6.773	HI	4.771
MD, A, SMR (Resource)	6.024	MOMR	4.421
MD, A, SMR (Self Contained)	5.833	OI (Resource)	3.158
EDP	4.822	ED, MIMR, SLD, SLI, OHI	0.003

### What is SAIS Online and how do I use it?

SAIS Online is a web-based application available on the ADE Common Logon that provides a direct interface with the SAIS Student Detail Database. It is most often used to report data to SAIS for Special Education students who are tuitioned-out to private schools and for preschool students with disabilities who participate in Head Start programs. SAIS Online is most appropriate for use when the costs of obtaining a site license for a commercially developed student management system to report data for a single or small number of students who attend a particular private school would be prohibitive.

- **Requesting Access** – Done through use of the “Request Logins” feature available to entity administrators (district superintendents, charter operators or their designees) on the ADE Common Logon. Questions regarding Common Logon and access to SAIS Online should be directed to the ADE Support Center at (602) 542-7378 or (866) 577-9636 (outside the Phoenix area).
- **User Roles** – SAIS Online is designed to restrict access to certain data through the assignment of specific user roles. Those who must submit data for Special Education students who are tuitioned-out to private schools or who attend Head Start require access to SAIS Online with User Roles 4 (update Membership information) and 6 (update SPED Service Participation/IEP). Additionally, User Role 20 is required when it is necessary to submit Early Childhood Preschool Assessment results through the use of SAIS Online.
- **Adding/Removing Private Schools and Head Starts** – In order to report students who attend a particular private school or Head Start, the school or Head Start must be included in the list of schools accessible to your district/charter in SAIS Online. To add a school, fill out and submit the School Finance form used for this purpose available at <http://www.ade.az.gov/schoolfinance/Forms/SAISOnlineRequest.pdf>
- **SAIS Online User’s Guide** – A comprehensive guide for SAIS Online users is available on the STaR Team web site at <http://www.ade.az.gov/schoolfinance/star> The *SAIS Online User’s Guide*

includes detailed step-by-step instructions that address every data element that is required for Special Education students who are tuitioned-out to private schools or who attend Head Start.

Keep in mind that in addition to all Special Education program requirements, SAIS Online may also be used to submit data pertaining to a student's membership in a private school or Head Start (i.e., first day of membership, entry code, withdrawal date or year-end status as applicable, and absences or attendance depending on grade level). Details regarding submitting data related to a student's membership in a school are provided in the *SAIS Online User's Guide*.

**How can I get help if I need further assistance with SAIS issues?**

For assistance with issues related to submitting and verifying SAIS data, use the STaR Team "Request for SAIS Training and Assistance" form found at <http://www.ade.az.gov/schoolfinance/star>. Fill in the required fields, enter a brief description of your training need or support issue and submit the form.

Someone from the STaR Team will contact you by phone as soon as is possible to discuss your need or issue. Response times vary depending on the volume of requests, but are usually managed so that a call is returned within a few hours.



*System Training and Response (STaR) Team*

## SAIS Codes Applicable to SPED – From Fiscal Year 2008 to present

*Note: All code values used in SAIS are officially defined in “Data Transaction Code Values” available for download at <http://www.ade.az.gov/sais/saisdbdocs.asp>*

### SPED Need Codes (Disability Categories)

Code	Description	Code	Description
A	Autism	OI	Orthopedic Impairment
ED	Emotional Disability	SLD	Specific Learning Disability
EDP	Emotional Disability (Separate Facility, Private School)	SLI	Speech/Language Impairment
HI	Hearing Impairment	SMR	Severe Mental Retardation
MD	Multiple Disabilities	TBI	Traumatic Brain Injury
MDSSI	Multiple Disabilities Severe Sensory Impairment	VI	Visual Impairment
MIMR	Mild Mental Retardation	PSD <sup>1</sup>	Preschool Severe Delay
MOMR	Moderate Mental Retardation	PMD <sup>1</sup>	Preschool Moderate Delay
OHI	Other Health Impairment	PSL <sup>1</sup>	Preschool Speech Language Delay

<sup>1</sup> Not applicable to charter schools

## SPED School Age Service Codes

Grade	Service Code	Description	Eligible for state aid	Eligible for federal funding	Self Contained or Resource
K-12	A	<b>Inside Regular Class 80% or more of the day.</b> (These are children who received special education and related services outside the regular class for less than 21% of the school day.) This may include children placed in: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside the regular classes; or regular class with special education services provided in resource rooms.	Yes	Yes	R
K-12	B	<b>Inside Regular Class for no more than 79% of day and no less than 40% of the day.</b> (These are children who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day.) This may include children placed in: resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.	Yes	Yes	R
K-12	C	<b>Inside Regular Class less than 40% of the day.</b> (These are children who received special education and related services outside the regular classroom for more than 60% of the school day.) This may include children placed in: self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time special education instruction on a regular school campus.	Yes	Yes	SC
K-12	D	<b>Public or Private Separate Day School for greater than 50% of the school day.</b> This may include children placed in: public and private day schools for students with disabilities; public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or public and private residential facilities if the student does NOT LIVE at the facility.	Yes	Yes	SC
K-12	E	<b>Public or Private Residential Facility for greater than 50% of the school day.</b> Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	Yes <sup>1</sup>	Yes	SC

<sup>1</sup> State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

## SPED School Age Service Codes (continued)

Grade	Service Code	Description	Eligible for state aid	Eligible for federal funding	Self Contained or Resource
K-12	EA	<b>Public or Private Residential Facility for greater than 50% of the school day – placed by another state agency (not an IEP team decision) with code A.</b> Placed in public or private residential facility receiving services inside regular class 80% or more of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	Yes <sup>1</sup>	Yes	R
K-12	EB	<b>Public or Private Residential Facility for greater than 50% of the school day – placed by another state agency (not an IEP team decision) with code B.</b> Placed in public or private residential facility receiving services inside regular class 40-79% of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	Yes <sup>1</sup>	Yes	R
K-12	EC	<b>Public or Private Residential Facility for greater than 50% of the school day – placed by another state agency (not an IEP team decision) with code C.</b> Placed in public or private residential facility receiving services inside regular class less than 40% of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	Yes <sup>1</sup>	Yes	SC
K-12	FA	<b>Correctional Facilities with code A.</b> Receives special education inside regular class 80% or more of the day in: short-term detention facilities (community-based or residential); or correctional facilities	Yes	Yes	R
K-12	FB	<b>Correctional Facilities with code B.</b> Receives special education inside regular class 40-79% of the day in: short-term detention facilities (community-based or residential); or correctional facilities.	Yes	Yes	R

<sup>1</sup> State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

## SPED School Age Service Codes (continued)

Grade	Service Code	Description	Eligible for state aid	Eligible for federal funding	Self Contained or Resource
K-12	FC	<b>Correctional Facilities with code C.</b> Receives special education inside regular class less than 40% of the day in: short-term detention facilities (community-based or residential); or correctional facilities.	Yes	Yes	SC
K-12	H	<b>Homebased/homebound/hospital program.</b> Receives education programs in homebased/homebound/hospital environment that includes children with disabilities placed in and receiving special education and related services in: hospital programs; homebound or homebased programs.	Yes	Yes	R
K-12	I	<b>Services provided in a regular classroom.</b> The only disability categories that can be reported here are MD, A, SMR, and OI.	Yes	Yes	SC
K-12	J	<b>Private School placement, enrolled by parent(s).</b> Students enrolled by parents or guardians in regular parochial or other private schools who receive special education and related services under a service plan. There is no entitlement to special education and related services. However, the PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children that are homeschooled.	No	Yes	R

## SPED Preschool Service Codes (Not applicable to charter schools)

PS	PA	<b>Inside Regular Early Childhood Program at least 80% of the time.</b> A program that includes at least 50% nondisabled children. This may include, but is not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care.	Yes	Yes	R
PS	PB	<b>Inside Regular Early Childhood Program 40-79% of the time.</b> A program that includes at least 50% nondisabled children. This may include, but are not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care.	Yes	Yes	R
PS	PC	<b>Inside Regular Early Childhood Program less than 40% of the time.</b> A program that includes at least 50% nondisabled children. This may include, but is not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care.	Yes	Yes	SC

## SPED Preschool Service Codes (continued)

Grade	Service Code	Description	Eligible for state aid	Eligible for federal funding	Self Contained or Resource
PS	PD	<b>Separate Class.</b> Attends a special education program in a class that includes 49% or more children with disabilities. This may include, but are not limited to, special education and related services provided in: special education classrooms in regular school buildings; special education classrooms in child care facilities; hospital facilities on an outpatient basis; or other community-based settings.	Yes	Yes	SC
PS	PE	<b>Public or Private Separate Day School at public expense for greater than 50% of the school day.</b> Receives all special education and related services in education programs in private day schools designed specifically for children with disabilities.	Yes	Yes	SC
PS	PG	<b>Public or Private Residential Facility at public expense for greater than 50% of the school day.</b> Receives all special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.	Yes <sup>1</sup>	Yes	SC
PS	PH	<b>Home at least 360 minutes per week.</b> Receives all special education and related services in the principal residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location.	Yes	Yes	R
PS	PJ	<b>Private School placement, enrolled by parent(s).</b> Students enrolled by parents or guardians in regular parochial or other private schools who receive special education and related services under a service plan. There is no entitlement to special education and related services. However, the PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children that are homeschooled.	No	Yes	R
PS	PS	<b>Service Provider Location for less than 360 minutes per week.</b> Receives all special education and related services from a service provider and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Services received at private clinicians' office; clinicians' offices located in school buildings; hospital facilities on an outpatient basis; or libraries and other public locations.	No	Yes	R

<sup>1</sup> State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

## SPED Exit Reason Codes

Code	Short Description	Definition
1	Transferred to Regular Education	<p>Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives of his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program.</p> <p><b>NOTE: This student must be re-evaluated and determined no longer eligible for special education.</b></p> <p><i>Valid for all ages and grades.</i></p>
2	Graduated with regular high school diploma	Student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.
3	Reached maximum age	Student exited special education because of reaching maximum age for receipt of special education services. This includes students with disabilities who reached maximum age and did not receive a diploma.
4	Died	Student died.
5	Moved, known to be continuing	<p>Student moved out of the catchment area and is KNOWN to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.</p> <p><i>Valid for all ages and grades.</i></p>
7	Dropped out	<p>Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any other basis described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another education program, and other exiters.</p> <p><i>Valid for all ages and grades except preschool.</i></p>

*Note: SPED Service Exit Reason Code 6 is no longer valid in SAIS.*

## SPED Exit Reason Codes (continued)

Code	Short Description	Definition
<b>8</b>	Transition to kindergarten	A child remains eligible and is still receiving SPED services. A child transitions to kindergarten and continues to receive SPED services under different eligibility requirements. <i>Valid for exit from preschool only.</i>
<b>9</b>	Exited due to intended change in SAIS data element(s) only	This code is used when the student ends one SPED service participation and starts another. Student is not transferring to regular education. <i>Valid for all ages and grades.</i>
<b>10</b>	Withdrawn by parent and no longer enrolled	This code is used when a parent withdraws a student with a SPED grade of PS, KG, or UE from the student's SPED Service Participation and the student is no longer enrolled. <i>Valid for PS, KG and UE only.</i>
<b>11</b>	Expelled but still receiving services	Student was expelled from school, but is still receiving SPED services (provided by this school). <i>Notes:</i> 1. <i>Exit Reason Code 5 would apply to a student who transfers to another school.</i> 2. <i>Expelled students who continue to receive SPED services provided by the same school must be entered into a subsequent SPED service participation with Service Code H.</i>
<b>12</b>	Exit from one Need but continuing in another	Student is exiting from one particular Need and associated SPED service participation but continues to receive SPED services for a different Need. <i>Valid for all ages and grades.</i>
<b>13</b>	School is out	SPED participation is ending due to the school's calendar year ending. This SPED Exit Reason code should be used if the student participates through the end of the year. <i>Valid for all ages and grades.</i>

## Special Enrollment Codes

**Special Enrollment** – (CEC-A, CEC-B, Open Enrollment) Applies only to school districts. Classifies certain students who attend a school within a district, but reside outside of the boundaries of that district.

Code	Short Description	Definition
1	CEC-A	<p>Certificate of Educational Convenience A</p> <p>May pertain to students who reside in unorganized territories (no school district) or who are precluded by distance or lack of adequate transportation from attending school in the district or county of residence.</p>
2	CEC-B	<p>Certificate of Educational Convenience B</p> <p>Students who are placed in one of the following facilities: a State rehabilitation or corrective institution, a foster home, child care agency, or institution which is licensed and supervised by the Department of Economic Security or Department of Health Services, a residential facility operated or supported by the Department of Economic Security or the Department of Health Services, or a residence under the supervision of the Juvenile Corrections.</p> <p>The County School Superintendent of any county may not issue a CEC for a student placed in one of the above listed facilities if the student is placed in the same district of the student's parents' or legal guardians' residence or if the student is placed without a court order and the student's parents or legal guardians are not residents of this state.</p>
3	Open Enrollment	<p>School districts may adopt and implement policies to allow students who reside outside of their district boundaries to enroll in any school within the district. Students who enroll under the provisions of such policies are known as open enrollment students.</p>

## Early Childhood Preschool Assessments (Not applicable to charter schools)

Code	Assessment Type (Name of Assessment)	Description	Preschool programs approved to administer	Number of Test Areas
1	Work Sampling	Ongoing progress monitoring instrument published by Pearson Early Learning	All	7
2	Creative Curriculum	Ongoing progress monitoring instrument published by Teaching Strategies, Inc.	All	10
3	Child Observation Record (COR)	Ongoing progress monitoring instrument published by High/Scope	All	6
4	Galileo Plus	Ongoing progress monitoring instrument published by Assessment Technologies, Inc.	All	9
5	Peabody Picture Vocabulary Test III (PPVT-III)	Norm referenced assessment of receptive language skills published by American Guidance Service, Inc.	Title I Even Start	1
6	Phonological Awareness Literacy Screening Pre-K (PALS Pre-K)	Norm referenced assessment of phonological awareness and emergent literacy published by the University of Virginia	Title I Even Start	6



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*System Training and Response (STaR) Team – SAIS Information Series*

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## Upload/Download Procedures in SAIS (SPED)

This document is intended to provide information regarding the procedures that are necessary to exchange data with the SAIS Student Detail Database using a web browser to access the Student Detail Data Interchange (SDDI). The information may not be applicable to end users who have added utilities to their student management system (SMS) to take advantage of the automatic upload and download capabilities of SAIS. It is also important to note that the functionality required to use the features described here for those that use SDDI may not be available in every SMS.

### Step-by-Step Instructions for Submitting (Uploading) Files to SAIS

1. Enter all information required for SAIS reporting into the student management system (SMS).
2. Validate that the information is complete and accurate.
3. Follow the procedures specified by the SMS vendor or local system developer necessary to create and save a submission file.
4. Navigate to the Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>.
5. Enter your username and password.
6. Select “Student Detail Data Interchange” from the Application Access Menu.
7. Select the individual school for which you are submitting a file from the dropdown menu. If you are submitting a file at the district/charter holder level, leave the selection as it is initially displayed.
8. Click “Upload Area.”
9. Enter the path and file name or “Browse” for the file you wish to submit. *(The extension of the file will be .sdf or .xml.)*
10. Click “Go.”

#### *Notes:*

- *Though a message that the file has been successfully submitted is usually displayed shortly after upload, it is still necessary to follow the directions below to check file processing status.*
  - *File processing time may vary (from minutes to days) based on system activity.*
11. Click “Status Area.”
  12. Enter information to limit the number of files returned by sequence number range, date range, or just click “Go” (*recommended*) to return the status for all submitted files for the selected fiscal year.

## Significance of file and transaction level status messages

Files submitted to the Student Detail Data Interchange normally contain numerous transactions. Before transactions are processed, the file is checked against certain criteria for validity. File level status messages relate to the file as a whole and may indicate that the file is waiting to be processed, is processing, has processed successfully, has processed with errors or has transactions that are still pending. Additional information regarding the status of a failed file is available by clicking the “Failures” link associated with the submitted file in the “Status” area. Likewise, additional information is available for files that process successfully, with transactions pending student matching or with errors, by clicking the “Transactions” link associated with the submitted file. Common file status messages include:

- **File is being processed** (Self explanatory – See Note 1. below for more information)
- **File is waiting to be processed** (Self explanatory – See Note 1. below for more information)
- **File processed, but contains transactions pending student matching** (see Notes 1. and 2. below)
  1. The submitter should not make subsequent submissions while files are waiting to be processed, processing or have pending transactions. It is strongly suggested that the submitter wait for the status message to change to show that processing is complete before downloading results and/or submitting another file.
  2. Often, when a Student Enrollment Transaction is submitted without a SAIS ID, the transaction is moved to a queue for manual matching to determine whether the student is new to SAIS or has already been assigned a SAIS ID. Matching is done by ADE Support Center personnel. The status message is changed once the Support Center completes the matching process. For more information regarding matching, please see “Essential Information about Obtaining and Using SAIS IDs,” available as part of the *SAIS Information Series* at <http://www.ade.az.gov/schoolfinance/star/>
- **File processed successfully**

The file, as well as each transaction contained within the file, has passed all Import validity checks. Each transaction has modified the SAIS Student Detail Database (added, changed or deleted information).
- **File processed with errors**

The file has passed all validity checks, but some or all of the transactions contained within the file have not. Each transaction that processed successfully has modified the SAIS Student Detail Database (added, changed or deleted information). No modifications were performed for transactions that failed. Additional information in the form of an error message is available by first clicking the “Transactions” link associated with the file and then the “Failures” link associated with each failed transaction.
- **File rejected due to validation errors**

The file failed a validity check and did not process. No individual transactions are processed when a file is rejected. The submitter must address the problems that caused the file to reject and resubmit the file (same sequence number). Additional information in the form of an error message is available by clicking on the “File Errors” link associated with the file.

## Step-by-Step Instructions for Downloading Results from SAIS

SAIS generates several files and reports which are available for use by submitters through a download process. The instructions below are for downloading the reports that are specific to verifying the SAIS data related to students who participate in Special Education programs.

### SDSPED71 (School or District/Charter Holder Level Report)

The SDSPED71 report lists all relevant data that currently reside in SAIS pertaining to each student's special education needs and special education program participation. The report will also identify students whose special education records have failed in Integrity processing.

*Note: Skip steps 1-3 if you are already on the Student Detail Data Interchange. Skip step 4 if you wish to download the report at the district/charter holder level.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>.
2. Enter your username and password.
3. Select "Student Detail Data Interchange" from the Application Access Menu.
4. Select the individual school for which you wish to view an SDSPED71 report from the dropdown menu.
5. Click "Download Area."
6. Verify or enter the fiscal year for which you wish to view a report.
7. Select SDSPED71.
8. Select the appropriate format. Choose from Portable Document Format, XML or Simple Text.

*Note: We normally recommend using Portable Document Format (PDF) to view this report. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at <http://www.adobe.com>*

9. Click "Go."
10. Determine if the report is to be saved and if so, where it will be saved, or open the report for immediate viewing and/or printing.

### SDSPED72-1, 72-2 (District/Charter Holder Level Reports)

The SDSPED72-1 and 72-2 reports list all relevant data that currently reside in SAIS pertaining to each student's special education needs and special education program participation. These reports will also identify students whose special education records have failed in Integrity processing. The SDSPED72-1 displays information for students who attend a school within the district or charter. The SDSPED72-2 displays information for students who are tuitioned out or attend Head Start.

*Note: Skip steps 1-3 if you are already on the Student Detail Data Interchange.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>.
2. Enter your username and password.
3. Select "Student Detail Data Interchange" from the Application Access Menu.

4. Leave the selection set to the district or charter holder from the dropdown menu. (The selection defaults to the district or charter holder when SDDI is accessed from Common Logon at the beginning of each session.)
5. Click “Download Area.”
6. Verify or enter the fiscal year for which you wish to view a report.
7. Select SDSPED72-1 or 72-2.
8. Select the appropriate format. Choose from XML or Simple Text.

*Note: These reports are intended for use with third party software, such as a spreadsheet program, and are therefore only available in XML and Simple Text formats. The reports are normally saved and imported into third party software. The XML versions are formatted for viewing on screen though computer monitor screen resolution settings may need to be adjusted. The XML versions are not intended for printing.*

9. Click “Go.”
10. Determine if the report is to be saved and if so, where it will be saved, or open the XML version of the report for viewing.

### **SDEC72 and SDEC73 (School or District/Charter Holder Level Reports)**

The SDEC72 and 73 reports list all relevant data that currently reside in SAIS pertaining to each student’s Early Childhood assessment. The SDEC72 displays results of assessments administered during the fiscal year selected for all students who attend a particular school or for all students within the district or charter. The SDEC73 displays all assessment results for a particular student.

*Note: Skip steps 1-3 if you are already on the Student Detail Data Interchange. Skip step 4 if you wish to download the report at the district/charter holder level.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>.
2. Enter your username and password.
3. Select “Student Detail Data Interchange” from the Application Access Menu
4. Select the individual school for which you wish to view an SDEC72 report from the dropdown menu. The SDEC73 report may also be accessed at the school level; however, the report displays the same information if it is accessed at the school or district/charter holder level.
5. Click “Download Area.”
6. Verify or enter the fiscal year for which you wish to view a report.
7. Select SDEC72 or SDEC73.
8. Select the appropriate format. Choose from Portable Document Format, XML or Simple Text.

*Note: We normally recommend using Portable Document Format (PDF) to view these reports. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at <http://www.adobe.com>*

9. Enter the student's SAIS ID if you are downloading the SDEC73, otherwise skip to step 10.

*Note: A record of a school membership in the requesting school, district or charter holder must exist in SAIS during the fiscal year for which an SDEC73 Early Childhood Assessment Search Report is requested.*

10. Click "Go."
11. Determine if the report is to be saved and if so, where it will be saved, or open the report for immediate viewing and/or printing.

### **Student Integrity Status Report (School or District/Charter Holder Level Report)**

This report shows the current Integrity status of student records. The user may apply filters to see results only for a specific Integrity run (*i.e.*, *ADM*, *October Enrollment*, *Year End Enrollment*, *SPED* or *ELL*) or choose to see all Integrity errors. The user may also select an option to view Integrity failures and related error messages only or to see all messages including Integrity warnings.

Students whose records pass Integrity checking processes and have no Integrity warnings will not be included in this report.

*Note: Skip steps 1-3 if you are already on the Student Detail Data Interchange. Skip step 4 if you wish to download the report at the district/charter holder level.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>.
2. Enter your username and password.
3. Select "Student Detail Data Interchange" from the Application Access Menu.
4. Select the individual school for which you wish to view a Student Integrity Status Report from the dropdown menu.
5. Click "Download Area."
6. Verify or enter the fiscal year for which you wish to view the report.
7. Select Student Integrity Status Report.
8. Select the appropriate format. Choose from XML or Simple Text.

*Note: We normally recommend using XML format to view this report. Depending on computer configuration, some users may have to save the file before it will open. Those who use Microsoft Windows XP may be able to change some security settings to enable the file to open directly in a browser window without first saving it.*
9. Apply the filter to show only SPED related Integrity messages if desired.
10. Leave "Retrieve Failures Only" set to "Yes" unless you wish to view Integrity warnings as well as failures.
11. Click "Go."
12. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing.
13. If the report was downloaded in XML format, and if error messages exist, click on red exclamation marks to open each record for viewing or click on "Expand All."

**SDADMS71-1 (School or District/Charter Holder Level Report)**

This report details all personal information and all information pertaining to school membership that currently reside in SAIS for individual students who attend a school within the district or charter. Data must reside in SAIS that shows that the student has, or has had, a period of membership in a school within the district or charter during the selected fiscal school year at the time this report is requested. Otherwise, the report will be blank. Those who must verify data for students who participate in special education programs may wish to use this report to determine the withdrawal or year-end status code that resides in SAIS for a particular student.

*Note: Skip steps 1-3 if you are already on the Student Detail Data Interchange. Skip step 4 if you wish to download the report at the district/charter holder level.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>.
2. Enter your username and password.
3. Select “Student Detail Data Interchange” from the Application Access Menu.
4. Select the individual school for which you wish to view an SDADMS71-1 report from the dropdown menu.
5. Click “Download Area.”
6. Verify or enter the fiscal year for which you wish to view the report.
7. Select SDADMS71-1.
8. Select the appropriate format. Choose from XML or Simple Text.

*Note: We normally recommend using Portable Document Format (PDF) to view this report. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at <http://www.adobe.com>.*

9. Enter the student’s SAIS ID.
10. Click “Go.”
11. Determine if the report is to be saved and if so, where it will be saved, or open the report for immediate viewing and/or printing.

**Other downloads**

Several other reports are available for download from the same page. Please see “The SAIS Student Detail Reports,” available as part of the *SAIS Information Series* at <http://www.ade.az.gov/schoolfinance/star> for more information on the Student Detail Reports.



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*System Training and Response (STaR) Team – SAIS Information Series*

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## **New SAIS Requirements for SPED – Fiscal Year 2009**

This document is intended to describe changes to SAIS reporting requirements for Fiscal Year 2009 regarding Special Education programs.

### **Introduction**

There are two significant changes to SAIS reporting requirements for Fiscal Year 2009 that apply to Special Education data. 1) The result of the current SAIS Integrity processing validation requiring a student's Special Education Service Participation Exit Reason to align with the Withdrawal or Year End Status associated with the student's school membership is now an Integrity failure as opposed to a warning. 2) When a student is exited from Special Education Service Participation with Exit Reason Code {11} (Expelled but still receiving services) the student's records will fail Integrity processing unless a record of a subsequent Special Education Service Participation with SPED Service Code {H} (Homebased/Homebound/Hospital Program) exists in SAIS.

### **Alignment of SPED Exit Reason Codes to Withdrawal or Year End Status**

SAIS requires that appropriate Exit Reason Codes and Service Exit Dates be submitted for all Special Education students. Further, if a student has membership in a school, the student's SPED Exit Reason Code must align with the student's Year End Status or Withdrawal Code, submitted as part of the student's school membership information. Some students receiving SPED services do not have membership in a school. For example: Students may attend a private school or be home schooled while receiving SPED services provided by a public school. Such students (known as "Needs Only Students") should be exited from SPED service each year with the appropriate Exit Date and Exit Reason Code, but no Withdrawal or Year End Status is submitted because no school membership exists.

In FY 2008, SAIS issued Integrity warnings when it found a student to have a SPED Exit Reason that did not properly align with the primary reason for the student's withdrawal from school membership or the student's year end status if the student remained as a member of the school through the last day of the school year. Beginning in FY 2009, the validation that formerly resulted in an Integrity warning will result in an Integrity failure. Under these circumstances, failed records result in exclusion from the Federal Special Education Census, but are not excluded from state funding formulas. Integrity failures associated with SPED Exit Reason Codes are not expected to be generated by SAIS until April 1, 2009.

For students who remain in school membership through the last day of school, the SPED Exit Reason Code must align with the Year End Status Code according to the chart found below. “Yes” indicates that the codes align. “No” indicates that the codes do not align.

		Year End Status Codes							
SPED Exit Codes		{G} Graduated	{C} Completed	{A} Attended	{SA} <sup>1</sup> Still Enrolled	{SC} <sup>2</sup> Still Enrolled	{SE} <sup>3</sup> Still Enrolled	{P} Promoted	{R} Retained
	{1} Transfer to regular education	yes	yes	yes	yes	yes	yes	yes	yes
	{2} Graduated	yes	no	no	no	no	no	no	no
	{3} Reached maximum age	no	yes	yes	no	no	no	no	no
	{4} Died	no	no	no	no	no	no	no	no
	{5} Moved, known to be continuing	no	no	no	no	no	no	no	no
	{7} Dropout	no	no	no	no	no	no	no	no
	{8} Transition to kindergarten	no	no	no	no	no	no	yes	no
	{9} Ends one SPED service but starts another	no	no	no	no	no	no	no	no
	{10} Withdrawn by parent request and no longer enrolled	no	no	no	no	no	no	no	no
	{11} Expelled but still receiving services	no	no	no	no	no	no	no	no
	{12} Exit from one need but continuing in another	no	no	no	no	no	no	no	no
	{13} End of school year	no	yes	yes	yes	yes	yes	yes	yes

<sup>1</sup> {SA} Still Enrolled (AIMS) – Student fulfilled course of study requirements or IEP but did not meet AIMS requirements. (Student is expected to continue.)

<sup>2</sup> {SC} Still Enrolled (Course of Study Requirements) – Student did not meet course of study requirements or IEP but did meet AIMS requirements. (Student is expected to continue.)

<sup>3</sup> {SE} Still Enrolled (Met No Requirements) – Student did not meet course of study requirements or IEP and did meet AIMS requirements. (Student is expected to continue.)

For students who withdraw from school membership prior to the last day of school, the SPED Exit Reason Code must align with the Withdrawal Code according to the chart found below. “Yes” indicates that the codes align. “No” indicates that the codes do not align.

		Withdrawal Codes												
		{W1} Transfer	{W2} Illness	{W3} Expelled or long-term suspension	{W4} Absence status unknown	{W5} Dropout	{W6} Age	{W7} Graduated	{W8} Deceased	{W9} Transfer to be home taught	{W10} Transfer to detention	{W11} GED	{W12} Vocational school	{W13} <sup>1</sup> Completed (AIMS)
SPED Exit Codes	{1} Transfer to regular education	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	yes
	{2} Graduated	no	no	no	no	no	no	yes	no	no	no	no	no	no
	{3} Reached maximum age	no	no	no	no	no	yes	no	no	no	no	no	no	no
	{4} Died	no	no	no	no	no	no	no	yes	no	no	no	no	no
	{5} Moved, known to be continuing	yes	no	no	no	no	no	no	no	yes	yes	no	no	no
	{7} Dropout	no	yes	yes	yes	yes	no	no	no	no	no	yes	yes	yes
	{8} Transition to kindergarten	yes	no	no	no	no	no	no	no	no	no	no	no	no
	{9} Ends one SPED service but starts another	no	yes	yes	no	no	no	no	no	yes	no	no	no	no
	{10} Withdrawn by parent request and no longer enrolled	no	yes	no	no	no	yes	no	no	yes	no	no	no	no
	{11} Expelled but still receiving services	no	no	yes	no	no	no	no	no	no	no	no	no	no
	{12} Exit from one need but continuing in another	no	no	no	no	no	no	no	no	no	no	no	no	no
	{13} End of school year	no	no	no	no	no	no	no	no	no	no	no	no	no

<sup>1</sup> {W13} Completed (AIMS) – Student fulfilled course of study requirements or IEP but did not meet AIMS requirements. (Student withdrew prior to the last day of school and is not expected to continue.)

## **SPED Exit Reason Code {11} (Expelled but still receiving services)**

SPED Exit Reason Code {11} (Expelled but still receiving services) is used only to indicate that a student was expelled from school, but is still receiving SPED services provided by the same school. Under these circumstances, a student might receive their SPED services at home or in a public place, such as a library. Such students should be entered into a new SPED participation with service code {H} at the same school from which they were expelled. Exit Reason Code {11} is not valid for students who are expelled from one school and go on to attend another school; Exit Reason Code {5} indicating that the student moved and is known to be continuing in another educational program would be used for students in this situation.

Beginning in FY 2009, if SAIS finds no record of SPED Service Participation with SPED Service Code {H} (Homebased/Homebound/Hospital Program) with a Service Entry Date later than the Service Exit Date submitted with SPED Exit Reason Code {11}, the student's records will fail in Integrity processing and the records will be excluded from both the Federal Special Education Census and from state funding formulas.

### **Example 1**

- Student A is expelled from ABC High School on March 6, 2009.
- Student A is a Special Education student who is hearing impaired {HI} and was receiving Special Education Services outside of the regular class for less than 21% of the day (SPED Service Type A).
- The IEP team meets regarding these circumstances and it is determined that personnel from ABC High School will provide educational services for Student A at his home beginning on March 12, 2009.

ABC High School must submit a SPED Exit Date of March 6, 2009 with Exit Reason Code {11} and a new SPED Service Participation transaction with an Entry Date of March 12, 2009 with SPED Service Type {H}.

### **Example 2**

- Student B is expelled from ABC High School on December 10, 2008.
- Student B is a Special Education student who has a Specific Learning Disability {SLD} and was receiving Special Education Services outside of the regular class for less than 21% of the day (SPED Service Type A).
- Student B withdraws from ABC High School and enrolls in (or the responsible party indicates the intention to enroll in) QRS Charter School on December 15, 2008.

ABC High School would submit a SPED Exit Date of December 10, 2008 with Exit Reason Code {5} (Moved, known to be continuing).

If/when the student enrolls, QRS Charter School becomes responsible for the student's education and for SAIS reporting requirements.



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*System Training and Response (STaR) Team – SAIS Information Series*

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## **Recommended Procedure**

### ***Verifying the Federal Special Education Census***

This document is intended to summarize the steps that are recommended for personnel from public educational agencies (PEAs) to verify that SAIS data completely and accurately reflect the actual number of students receiving Special Education Services on October 1.

### **Background**

Due to Federal Government reporting requirements, the Exceptional Student Services (ESS) Section of the Arizona Department of Education (ADE) requires each public educational agency (PEA) to verify the number of students, ages 3-21, who were receiving special education services on October 1<sup>1</sup>. Therefore, each PEA is required to submit a letter verifying the number of students served on October 1 **and** is required to ensure that the data that reside in SAIS match the verified number of students. Additionally, PEA personnel are expected to ensure that SAIS data accurately identify the Need Category that has the greatest adverse impact on the student's ability to access and progress through the general curriculum via submission of the Federal Primary Need Indicator (FPNI).

The ultimate goal of the census verification process is to ensure that the final count extracted from SAIS and displayed on the ADE generated SPED07 report matches the actual count of students served on October 1 as submitted by the PEA in the verification letter.

### **Recommended Procedures**

We recommend that the following procedures be performed to verify the actual count of students receiving Special Education services on October 1 and to ensure that the data that reside in SAIS are complete, accurate and Integrity error free.

1. Determine the total number of students who were ages 3 to 21 and were receiving Special Education services on October 1. In addition, non-charter schools must specify the number of students in this group who were 3-5 years old on October 1.

*Notes:*

- *Students who are tuitioned-in to a school district should be excluded from the count. Tuitioned-in students are counted by the district that pays tuition for the student's services.*

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<sup>1</sup> Students are counted as receiving services on October 1 if they were enrolled as a participant in Special Education on October 1. This is without regard to such factors as absence from school, not being scheduled to receive services, or school not in session on October 1.

- *The number(s) should be derived from data available at the school and/or district/charter level. Most student management systems (SMS) either generate a report for this purpose or will allow users to perform a query to show the number of students receiving services on a particular date. Assuming that the data that have been entered in the SMS are complete and accurate, the number could be derived from the report generated by the SMS or the results of the query. Otherwise, this number would need to be derived from another source such as a printed student roster.*
2. Enter and submit the number of students who were ages 3-21, and 3-5 if required to do so, and were receiving Special Education services on October 1 in the boxes provided for this purpose within the ESS Census Verification application on ADE's Common Logon<sup>1</sup>.
  3. Submit the verification letter that is generated within the ESS Census Verification application to ADE Exceptional Student Services by U.S. Mail or Fax as specified in the letter. Deadline dates for submission as specified by ESS are available in the instructions for the ESS Census Verification application.
  4. Ensure that SAIS data for all students who participate in Special Education programs are complete, accurate and Integrity error free by examining the ADE generated reports available in the Download Area of the Student Detail Data Interchange (SDDI) for this purpose. The SDSPED71<sup>2</sup>, SDSPED72-1<sup>3</sup> and SDSPED72-2<sup>4</sup> contain real time (current) raw data that has been submitted to and successfully processed in SAIS.
    - a. If information for students is found to be missing, incomplete or inaccurate, appropriate corrections must be submitted to and successfully processed in SAIS.
    - b. If student records are shown to be failing as a result of SAIS Student Integrity processing, examine the *Student Integrity Status Report* (accessed from the SDDI Download Area at the school or district/charter holder level) to determine the cause, and submit appropriate corrections to SAIS.

*Note: Every time that data related to Special Education Service Participation are submitted to and successfully processed in SAIS, the raw data reports (i.e., SDSPED71, SDSPED72-1 and SDSPED72-2) are updated, meaning that to be certain the data are complete, accurate and Integrity error free, the reports must be checked on a regular basis. For all purposes (i.e., state funding, Federal Census, SPED Annual Data Collection, AIMS Test Labels) we strongly recommend that the raw data reports contain complete, accurate, Integrity error free data on the last ADE business day of every month from November through June.*

<sup>1</sup> See the instructions provided by ESS concerning additional requirements for traditional school districts to submit the number of students enrolled in private schools within the boundaries of the district and who are homeschooled.

<sup>2</sup> SDSPED71 lists current data for all SPED students who attend a particular school.

<sup>3</sup> SDSPED72-1 lists current data for all SPED students who attend a school within the district/charter.

<sup>4</sup> SDSPED72-2 lists current data for all SPED students who are tuitioned-out to a public or private school or who attend Head Start.

## Purpose and Use of the SPED07 Report

The SPED07 report displays a list of students who had records in SAIS at the time the report was updated indicating that they were ages 3 to 21 and receiving valid Special Education services on October 1 of the year selected for the report. A single record is displayed for each student regardless of the number of disabilities for which he/she received services. Except for students who are both deaf and blind (indicated with a category of DB), disability categories are displayed on the SPED07 in accordance with the particular category that was designated as the Federal Primary Need in SAIS. PEA personnel use the SPED07 to compare the numbers extracted from SAIS to their own roster of students who were ages 3 to 21 and who were receiving Special Education services on October 1.

The following procedures should be performed to ensure that the results of the extract of data from SAIS to update the SPED07 report are as expected.

1. Examine the SPED07 Report which is generated from within the ESS Census Verification application on the ADE Common Logon to ensure that students are listed as expected.

*Notes:*

- *Because the SPED07 is extracted from SAIS, it is necessary to ensure that the data in SAIS are complete, accurate and Integrity error free in order for it to display results that match the actual verified count.*
  - *Because the SPED07 is updated only periodically as a result of the most recent extract of SAIS data, and the SDSPED71, SDSPED72-1 and SDSPED72-2 display data as they currently reside in SAIS, there may be a lag between the time that data are successfully processed in SAIS and show on those reports and the time the extracted results are displayed on the SPED07.*
  - *The date of the most recent update of the SPED07 report is displayed in the upper right corner of each page of the report.*
2. Investigate any discrepancies found and report any which cannot be explained to ADE by contacting the System Training and Response Team.

*Note: There are several reasons that explain why a student would be listed on a SDSPED71, SDSPED72-1 or SDSPED72-2 report, yet be excluded from the SPED07. Please consult the checklist below before reporting any discrepancies between the SPED07 and your actual list of students receiving services on October 1.*

A student may be listed on a SPED71, 72-1 or 72-2 report, yet be excluded from the SPED07 report for any of the following reasons:

- \_\_\_\_\_ The student was not receiving SPED Services on October 1.
- \_\_\_\_\_ The student was less than 3 years old on October 1.
- \_\_\_\_\_ The student reached his/her 22nd birthday on or before October 1.

- \_\_\_\_\_ The student's district of residence (DOR CTDS) is other than that of the district in which the student receives services.
- \_\_\_\_\_ The student's Special Education Service Participation record was added to SAIS after the most recent update of the SPED07.<sup>1</sup>
- \_\_\_\_\_ The student's records were failing as a result of SAIS Student Integrity processing for the federal Special Education business rules (FED SPED Integrity) at the time of the most recent update of the SPED07.<sup>2</sup>

## Additional information

For additional information regarding submitting and verifying SAIS data, please see the following documents from the System Training and Response Team's *SAIS Information Series* available at <http://www.ade.az.gov/schoolfinance/star>.

### **Document No. 21 – Specific Details Related to Submitting and Verifying SPED Data**

This document is intended to assist Local Educational Agency (LEA) personnel who are responsible for submitting and/or verifying data for students who participate in Special Education programs to the Arizona Department of Education's Student Accountability Information System.

### **Document No. 22 – SAIS Codes Applicable to SPED – From Fiscal Year 2008 to Present**

## Additional assistance

The ADE System Training and Response Team offers training and on-demand assistance to PEA personnel regarding issues related to submitting and verifying SAIS data. PEA personnel are always welcome to confer with a member of the STaR Team regarding issues related to submitting and verifying SAIS data by submitting a *Request for Training and Assistance* form available on our web site at <http://www.ade.az.gov/schoolfinance/star>.

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<sup>1</sup> In such cases the student's records would be expected to appear on the SPED07 the next time it is updated.

<sup>2</sup> In such cases, if corrections are submitted to SAIS to successfully address the cause of the Integrity failure prior to the next data extract, the student's records would be expected to appear on the SPED07 the next time it is updated.

## SPED Report

Requesting District ID: 00-02-98

Requesting District Name: XYZ Unified School District

School CTDS	School Name
00-02-98-001	XYZ Elementary School

## Integrity Result

State SPED Failed, Federal SPED Failed

Public SAIS ID	Last Name	First Name	Gender	Need	ELL	Track	Grade	Service Type	Spec. Enroll.	Service Entry	Service Exit	Withdrawal Reason	DOR CTDS	DOR Start	DOR End	SPED Fed Primary Need Ind
2345671	Mouse	Mickey	M	MD	Yes	1	5	C	N/A	08/18/2008	-	N/A	00-02-98-000	08/18/2008	-	Yes

## Integrity Result

State SPED Passed, Federal SPED Passed

Public SAIS ID	Last Name	First Name	Gender	Need	ELL	Track	Grade	Service Type	Spec. Enroll.	Service Entry	Service Exit	Withdrawal Reason	DOR CTDS	DOR Start	DOR End	SPED Fed Primary Need Ind
9988776	SquarePants	SpongeBob	M	PSL	No	2	PS	PA	N/A	08/18/2008	-	N/A	00-02-98-000	8/18/2008	-	Yes
246810	Star	Patrick	M	PSL	No	2	PS	PA	N/A	08/18/2008	-	N/A	00-02-98-000	8/18/2008	-	Yes
8765432	Frog	Kermit	M	VI	No	1	1	A	N/A	10/06/2008	-	N/A	00-02-98-000	10/06/2008	-	Yes
20202020	Piggy	Miss	F	MIMR	No	1	2	C	N/A	08/18/2008	-	N/A	00-02-98-000	08/18/2008	-	Yes
7777777	Bear	Fozzie	M	SLD	No	1	4	B	N/A	09/02/2008	-	N/A	00-02-98-000	09/02/2008	-	Yes
1234567	Duck	Donald	M	SLD	Yes	1	5	A	N/A	08/18/2008	-	N/A	00-02-98-000	08/18/2008	-	No
1234567	Duck	Donald	M	SLI	Yes	1	5	A	N/A	08/18/2008	-	N/A	00-02-98-000	08/18/2008	-	Yes

\*Student has a valid Need, but no associated program/service for this Need.  
 Note: Some students listed in this report may not be eligible for State funding. Please refer to the SPED instructions.

Student Membership Information Report by DOA

Print Date: 10/20/2008 15:35:10

Requesting District ID: 00-02-98

Requesting District Name: XYZ Unified School District

SAIS ID	Last Name	First Name	Middle Name	Birth Date	Last Name Student Goes By	Nick Name	Name Extension	Responsible Party Last Name	Responsible Party First Name
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20202020	Piggy	Miss	N/A	11/15/2000	Piggy	Piggy	N/A	Henson	James
Race	Gender	Birth Country Code	Birth State	Foreign Exch	Home Lang	Tribal Name	Normal Grad Year	Summer Withdrawal Code	Summer Withdrawal Date
W	F	US	NY	No	00	N/A	0	N/A	N/A

School CTDS	School Name	School Student ID	Membership Type	Enrollment Activity	Track Number	Entry Date	Withdrawal Activity	Withdrawal Date	Year End Status
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000298-001	XYZ Elementary School	4321	M	E1	1	08/18/2008	N/A	N/A	P
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Grade	Start	End	Grade Exit Code	Register ID
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2	08/18/2008	N/A	N/A	0001
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Funded DOR	Start	End
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00-22-98	08/18/2008	N/A
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## Early Childhood Assessment Report

Print Date: 10/20/2008 11:31:32

Requesting District ID: 00-02-98

Requesting District Name: XYZ Unified School District

School CTDS	School Name
00-02-98-001	XYZ Elementary School

Assessment Test Scores																		
SAIS ID	Last Name	First Name	Gender	Assessment Type	Assessment Date	Responsible Entity ID	1	2	3	4	5	6	7	8	9	10	11	12
8675309	Krabs	Mister	M	Child Observation Record (COR)	9/8/2008	000298	2	2	3	1	2	2	-	-	-	-	-	-
9988776	SquarePants	SpongeBob	M	Child Observation Record (COR)	9/8/2008	000298	2	3	3	0	1	3	-	-	-	-	-	-
246810	Star	Patrick	M	Child Observation Record (COR)	9/8/2008	000298	2	3	2	2	1	2	-	-	-	-	-	-
1357911	Tentacles	Squidward	M	Child Observation Record (COR)	9/8/2008	000298	3	2	3	0	2	2	-	-	-	-	-	-

*Note: Test scores are provided for illustrative purposes only and may not correlate directly to actual assessment results.*

**Arizona Department of Education**  
**Special Education Census**  
**Unduplicated Count of Students Receiving Services on**  
**10/1/2008**  
**SPED07 (10/15/2008)**

**DISTRICT OF RESIDENCE:** XYZ Unified School District  
00-02-98-000

*Students Age 3 to 5*

School	SAIS ID	Name	Category	Birth Date	Gender	Ethnicity	Lang	Grade	Entry Date	Withdraw Date	ELL	Type	CEC	Age On Ct Date
00-02-98-001	9988776	SquarePants, SpongeBob	PSL	12/1/2004	M	A	00	PS	8/18/2008		No	PA		3
00-02-98-001	246810	Star, Patrick	PSL	10/1/2004	M	W	00	PS	8/18/2008		No	PA		4
<i>Age 3 to 5 Count</i>		2												

*Students Age 6 to 21*

School	SAIS ID	Name	Category	Birth Date	Gender	Ethnicity	Lang	Grade	Entry Date	Withdraw Date	ELL	Type	CEC	Age On Ct Date
00-02-98-001	20202020	Piggy, Miss	MIMR	11/15/2000	F	W	00	2	8/18/2008		No	C		7
00-02-98-001	1234567	Duck, Donald	SLI	9/1/1998	M	W	53	5	8/18/2008		Yes	A		10
<i>Age 6 to 21 Count</i>		2												
<i>District Residence Total Count</i>		4												



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*System Training and Response (STaR) Team*

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*Using SAIS Online to Submit Information for Special Education Students  
who are Tuitioned-Out to Private Schools or who Attend Head Start*

*Required information to be submitted via SAIS Online*

**SPED Students who are Tuitioned-Out to Private Schools require:**

- Personal Information
- Enrollment (*if the students are not paid through the voucher system*)
- Absences if students are in grades K - 12; Attendance if students are in preschool (*this information should be submitted throughout the school year as attendance/absences occur*)
- Year-End Status **OR** Withdrawal as appropriate
- SPED participation for as many disabilities as are being serviced
- SPED exit date and exit reason for each disability served (*must match year-end status or withdrawal code submitted for the student*)

***IF students are preschool students tuitioned-out to a private school they also need:***

- Early Childhood Assessment

**SPED Students who Attend Head Start require:**

- Personal Information
- Enrollment
- Attendance (*this information should be submitted throughout the school year as attendance occurs*)
- Year-End Status **OR** Withdrawal as appropriate
- SPED participation for as many disabilities as are being serviced
- SPED exit date and exit reason for each disability served (*must match year-end status or withdrawal code submitted for the student*)
- Early Childhood Program Participation **IF** the student participates in any other program(s) besides SPED (*remember to exit the student if she or he withdraws, is exited for any other reason, and to submit changes as they occur*)
- Early Childhood Assessment

Use the Student Detail reports (Student Integrity Status; SDADMS72; SDSPED71; SDSPED72-2) to verify that student data submitted via SAIS Online resides completely and accurately within SAIS.